

# The Evaluation of Quality of NJ's Preschool Classrooms 2009



NJ Office of Preschool Education

# **Classroom Evaluations, 2008**

**A random, Abbott-wide sample of 12% or 315 classrooms (out of 2,852) were evaluated using the PCMI (math), SELA (literacy), and ECERS.**

**William Paterson University conducted the evaluations.**

# The Supports for Early Literacy Assessment

**1 = low quality**

**2 = poor quality**

**3 = fair quality**

**4 = good quality**

**5 = ideal quality**

**2005 STATEWIDE AVERAGE SCORE: 3.42**

**2006 STATEWIDE AVERAGE SCORE: 3.46**

**2007 STATEWIDE AVERAGE SCORE: 3.50**

**2008 STATEWIDE AVERAGE SCORE: 3.82**

**2009 STATEWIDE AVERAGE SCORE: 3.93**

# Literate Environment



<b>Literate Environment</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>1. Using print in the environment for a purpose.</i>	<b>3.97</b>	<b>4.19</b>	<b>4.33</b>	<b>4.38</b>
<i>2. Creating inviting places to look at books.</i>	<b>4.34</b>	<b>4.38</b>	<b>4.59</b>	<b>4.52</b>
<i>3. Inviting interest in a wide variety of books in the classroom.</i>	<b>3.91</b>	<b>4.06</b>	<b>4.20</b>	<b>4.30</b>
<i>4. Writing materials are available and easy to use.</i>	<b>4.31</b>	<b>4.43</b>	<b>4.53</b>	<b>4.63</b>
<i>5. A variety of literacy items and props are used in the pretend play area.</i>	<b>3.35</b>	<b>3.52</b>	<b>3.65</b>	<b>3.91</b>

## Supports for language development



<b>Language Development</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>6. Teachers encourage and extend oral language.</i>	<b>3.68</b>	<b>3.64</b>	<b>4.12</b>	<b>4.17</b>
<i>7. Using language that introduces new words, concepts and linguistic structures.</i>	<b>2.99</b>	<b>3.15</b>	<b>3.63</b>	<b>3.71</b>
<i>8. Organizing activities that promote language development.</i>	<b>3.72</b>	<b>3.49</b>	<b>3.90</b>	<b>4.03</b>
<i>9. Sharing books to build language, knowledge, and a love of book reading.</i>	<b>4.23</b>	<b>4.27</b>	<b>4.47</b>	<b>4.42</b>



**Print/Book Concepts**

<b>Print/Book Concepts</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>10. Calling attention to the functions and features of print.</i>	<b>3.20</b>	<b>3.06</b>	<b>3.57</b>	<b>3.64</b>

## Phonological Awareness



<b>Phonological Awareness</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>11. Drawing children's attention to the sounds they hear in words.</i>	<b>2.40</b>	<b>2.56</b>	<b>2.78</b>	<b>2.79</b>

**Letters and Words**



<b>Letters and Words</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>12. Helping children recognize letters.</i>	<b>3.01</b>	<b>2.83</b>	<b>3.33</b>	<b>3.47</b>
<i>13. Promoting children's interest in writing.</i>	<b>3.27</b>	<b>3.29</b>	<b>3.87</b>	<b>3.86</b>

## Parent Involvement



<b>Parent Involvement</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>14. Promoting home-based supports for early literacy through regular communications with parents.</i>	<b>3.24</b>	<b>3.24</b>	<b>3.65</b>	<b>3.93</b>
<i>15. Special activities and supports to involve parents in supporting children's literacy development.</i>	<b>2.69</b>	<b>2.68</b>	<b>3.00</b>	<b>3.30</b>



**Supporting Home Language**

<b>Supporting Home Language</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>20. Promoting the maintenance and development of children's native language.</i>	<b>2.95</b>	<b>3.21</b>	<b>3.46</b>	<b>3.81</b>

# The Preschool Classroom Mathematics Inventory

**1 = low quality**

**2 = poor quality**

**3 = fair quality**

**4 = good quality**

**5 = ideal quality**

**2005 STATEWIDE AVERAGE SCORE: 2.47**

**2006 STATEWIDE AVERAGE SCORE: 2.29**

**2007 STATEWIDE AVERAGE SCORE: 2.23**

**2008 STATEWIDE AVERAGE SCORE: 2.62**

**2009 STATEWIDE AVERAGE SCORE: 2.74**

# Math materials



# Preschool Classroom Mathematics Inventory

Materials	2006	2007	2008	2009
<i>1. Counting, comparing, estimating, and recognizing number symbols.</i>	<b>3.81</b>	<b>3.87</b>	<b>4.07</b>	<b>4.19</b>
<i>2. Measuring and comparing amount: volume, weight, length, height, distance, and area.</i>	<b>3.28</b>	<b>3.46</b>	<b>3.69</b>	<b>3.92</b>
<i>3. Classifying and seriating.</i>	<b>2.91</b>	<b>3.00</b>	<b>3.41</b>	<b>3.55</b>
<i>4. Geometry and spatial positions/relations.</i>	<b>3.46</b>	<b>3.50</b>	<b>3.86</b>	<b>3.91</b>

# Math Activities/Interactions



## Numeracy & Other Mathematical Concepts

<b>Teachers encourage children to:</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>5. <i>Use one-to-one correspondence</i></b>	<b>1.70</b>	<b>1.28</b>	<b>1.97</b>	<b>1.98</b>
<b>6. <i>Count and/or write numbers for a purpose</i></b>	<b>2.30</b>	<b>2.24</b>	<b>2.78</b>	<b>2.65</b>
<b>7. <i>Estimate and compare</i></b>	<b>1.49</b>	<b>1.46</b>	<b>1.74</b>	<b>1.95</b>
<b>8. <i>Use mathematical terminology and reflection on mathematical problems</i></b>	<b>1.66</b>	<b>1.56</b>	<b>2.09</b>	<b>2.14</b>
<b>9. <i>Measure and compare amount: volume, weight, length, height, distance, area</i></b>	<b>1.48</b>	<b>1.37</b>	<b>1.62</b>	<b>1.82</b>
<b>10. <i>Classify and seriate</i></b>	<b>1.53</b>	<b>1.44</b>	<b>1.86</b>	<b>2.07</b>
<b>11. <i>Explore concepts of geometry and spatial positions/relations</i></b>	<b>1.60</b>	<b>1.34</b>	<b>1.77</b>	<b>1.96</b>

# The Early Childhood Environment Rating Scale-Revised Results

1= Inadequate

3= Minimal

5= Good

7= Excellent

**2005 STATEWIDE AVERAGE SCORE: 4.77**

**2006 STATEWIDE AVERAGE SCORE: 4.81**

**2007 STATEWIDE AVERAGE SCORE: 5.03**

**2008 STATEWIDE AVERAGE SCORE: 5.20**

**2009 STATEWIDE AVERAGE SCORE: 5.23**

# ECERS-R Subscale Scores

<b>SUBSCALE</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>space &amp; furnishings</b>	<b>4.57</b>	<b>4.72</b>	<b>4.90</b>	<b>5.03</b>	<b>5.03</b>
<b>personal care</b>	<b>4.47</b>	<b>4.16</b>	<b>4.30</b>	<b>4.29</b>	<b>4.34</b>
<b>language</b>	<b>4.97</b>	<b>5.03</b>	<b>5.08</b>	<b>5.46</b>	<b>5.56</b>
<b>activities</b>	<b>4.12</b>	<b>4.34</b>	<b>4.62</b>	<b>4.85</b>	<b>4.86</b>
<b>interactions</b>	<b>5.98</b>	<b>5.93</b>	<b>6.16</b>	<b>6.44</b>	<b>6.33</b>
<b>program structure</b>	<b>4.91</b>	<b>5.02</b>	<b>5.41</b>	<b>5.41</b>	<b>5.45</b>
<b>parents &amp; staff</b>	<b>5.17</b>	<b>5.19</b>	<b>5.38</b>	<b>5.59</b>	<b>5.77</b>
<b>ECERS Overall</b>	<b>4.77</b>	<b>4.81</b>	<b>5.03</b>	<b>5.20</b>	<b>5.23</b>

## The Lowest (3.0 – 3.9)

<b>Individual ECERS-R Items</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Space for Gross Motor	3.03	3.28	3.49	3.31
Gross Motor Equipment	3.55	3.81	3.65	3.97
Meals & Snacks	2.72	3.33	3.73	3.58
Nap/Rest	3.81	3.91	3.91	3.82
Safety	2.60	3.38	2.61	2.47
Using Language to Develop Reasoning	3.83	3.84	4.24	4.70
Nature/Science	3.37	3.92	4.19	4.15
Use of Computer	3.80	3.74	4.02	4.11

# The Main Dish: The Activities Scores

Item	2006	2007	2008	2009
Fine motor	4.95	5.45	5.63	5.57
Art	4.69	4.85	5.18	5.19
Music/movement	4.26	4.59	4.90	4.78
Blocks	4.59	4.77	4.81	4.68
Sand/water	4.62	4.88	5.14	5.38
Dramatic play	4.29	4.54	4.71	4.77
Nature/science	3.37	3.92	4.19	4.15
Math/number	4.51	4.81	5.15	4.96
Use of TV, video, computer	3.80	3.74	4.02	4.11
Promoting acceptance of diversity	4.30	4.57	4.65	4.95

# The Highest

<b>Item</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Furniture for routine care	6.47	6.60	6.66
Furnishings for relaxation	5.43	5.76	5.73
Room arrangement	5.31	5.38	5.18
Child-related display	5.30	5.58	5.45
Greetings/departing	6.20	6.16	6.41
Encouraging children to communicate	6.24	6.48	6.53
Informal use of language	5.39	6.00	6.00
Fine motor	5.45	5.63	5.57
Supervision of gross motor	5.82	6.21	6.17
General supervision	6.22	6.46	6.00

# The Highest

<b>Item</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Discipline	5.92	6.09	6.09
Staff-child interactions	6.62	6.79	6.70
Interactions among children	6.28	6.63	6.71
Free play	5.82	5.90	5.70
Group time	5.73	5.83	5.69
Provisions for disabilities	6.08	5.80	6.42
Provisions for parents	5.29	5.47	5.77
Staff interaction and cooperation	6.53	6.60	6.70
Supervision of staff	6.27	6.41	6.52
Opportunities for professional growth	5.07	5.12	5.17